

**EXHIBIT C**

Dianne Wilson, County Clerk/Local Registrar  
Fort Bend County, Texas

DATE ISSUED AUG 15 2011

This is to certify that this is a true and correct reproduction of the original record as recorded in this office.  
Issued under the authority of Section 191.051, Chapter 678, Health & Safety Code.

18a. Local File Number 01-1444		18b. Date Received by Local Registrar 04/13/2011		18c. Signature of Local Registrar <i>Dianne Wilson</i>	
15. Father's Name First Middle Last EBONG ALAUSIUS TILONG		16. Date of Birth (mm/dd/yyyy) [REDACTED]		17. Birthplace (State, Territory or Foreign Country) CAMEROON	
19a. Zip Code 77478		19b. Inside City Limits <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		19c. Mailing Address <input checked="" type="checkbox"/> Same as Residence, or [REDACTED]	
10a. Residence - State TEXAS		10b. City, Town or Location FORT BEND		10c. Street Address or Rural Location 14226 ASHMORE REEF COURT	
10. Mother's Name Prior to First Marriage First Middle Last MARIE LUM		11. Date of Birth (mm/dd/yyyy) [REDACTED]		12. Birthplace (State, Territory or Foreign Country) CAMEROON	
8b. <input checked="" type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/> DO <input type="checkbox"/> DM <input type="checkbox"/> M <input type="checkbox"/> W <input type="checkbox"/> O <input type="checkbox"/> Other (Specify):		8c. <input type="checkbox"/> Absent <input type="checkbox"/> Present <input type="checkbox"/> Deceased <input type="checkbox"/> Other (Specify):		8d. Signature and Date KELLI JURER 04/11/2011	
9a. Certifier I certify that this child was born alive at the place and time and on the date as stated.		9b. Certifier's Name, Title, and Mailing Address DUCLE 3807 FM 1092 RD, #104 MISSOURI CITY, TEXAS 77459		9c. Signature and Date [REDACTED] 04/11/2011	
7a. Place of Birth <input type="checkbox"/> Home Birth (Permitted to deliver at home) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other (Specify):		7b. Names of Hospital or Birthing Center, Hospital, Licensed Birthing Center, or Other (Specify): METHUEN SUGAR LAND HOSPITAL		7c. Date of Birth (mm/dd/yyyy) [REDACTED]	
4a. Place of Birth - County FORT BEND		4b. City or Town (If outside city limits, give precinct no.) SUGAR LAND		4c. Time of Birth 12:39 PM	
1. Child's Name First Middle Last [REDACTED]		2. Date of Birth (mm/dd/yyyy) [REDACTED]		3. Sex MALE	
BIRTH NUMBER		BIRTH NUMBER		BIRTH NUMBER	

TELEPHONE  
281/341-8685301 JACKSON STREET  
RICHMOND TX 77469-3108Dianne Wilson  
COUNTY CLERK AND  
LOCAL REGISTRAR

FORT BEND COUNTY

CERTIFICATION OF VITAL RECORD



WARNING: IT IS ILLEGAL TO DUPLICATE THIS COPY.

Dianne Wilson, County Clerk/Local Registrar  
Fort Bend County, TexasDATE ISSUED  
AUG 15 2011This is to certify that this is a true and correct reproduction of the original record as recorded in this office.  
issued under the authority of Section 191.051, Chapter 678, Health & Safety Code.

80846

VS-1113 REV. 01/05 WARNING: THE PENALTY FOR KNOWINGLY MAKING A FALSE STATEMENT IN THIS FORM CAN BE 2-10 YEARS IN PRISON AND A FINE OF UP TO \$5,000.

097642

18a. Local File Number 01-1453-		18b. Date Received by Local Registrar 04/13/2011		18c. Signature of Local Registrar <i>Dianne Wilson</i>	
15. Father's Name First: EBONG Middle: ALOYSIUS Last: TILONG		16. Date of Birth (mm/dd/yyyy) [REDACTED]		17. Birthplace (State, Territory or Foreign Country) CAMEROON	
13a. Zip Code 77478		13b. Inside City Limits <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		14. Mailing Address SUGAR LAND FORT BEND TEXAS	
10. Mother's Name Prior to First Marriage First: MARIE Middle: LUM Last: NEBA		11. Date of Birth (mm/dd/yyyy) [REDACTED]		12. Birthplace (State, Territory or Foreign Country) CAMEROON	
9b. <input checked="" type="checkbox"/> MO <input type="checkbox"/> CO <input type="checkbox"/> CM <input type="checkbox"/> MN <input type="checkbox"/> MD <input type="checkbox"/> Other (Specify):		9a. Certifier: <input type="checkbox"/> Family Administrator / Designee <input checked="" type="checkbox"/> Other (Specify): KELLY JUREK Date signed: 04/11/2011		9c. Certifier: <input type="checkbox"/> Family Administrator / Designee <input checked="" type="checkbox"/> Other (Specify): KELLY JUREK Date signed: 04/11/2011	
7a. Place of Birth - County SUGAR LAND		7b. City or Town (if outside city limits, give precinct no.) SUGAR LAND		7c. Name of Hospital or Birthing Center (NPI) (If Not Institution, Give Street Address) METHODIST SUGAR LAND HOSPITAL	
4a. Place of Birth - County CHE		4b. City or Town (if outside city limits, give precinct no.) TILONG		4c. Name of Hospital or Birthing Center (NPI) (If Not Institution, Give Street Address) METHODIST SUGAR LAND HOSPITAL	
1. Child's Name First: [REDACTED] Middle: [REDACTED] Last: [REDACTED]		2. Date of Birth (mm/dd/yyyy) [REDACTED]		3. Sex MALE	

8a. Certifier: ☐ Family Administrator / Designee ☒ Other (Specify):  
KELLY JUREK  
Date signed: 04/11/2011

8b. ☐ MO ☐ CO ☐ CM ☐ MN ☐ MD ☐ Other (Specify):

9a. Certifier: ☐ Family Administrator / Designee ☒ Other (Specify):  
KELLY JUREK  
Date signed: 04/11/2011

9b. ☐ MO ☐ CO ☐ CM ☐ MN ☐ MD ☐ Other (Specify):

10. Mother's Name Prior to First Marriage  
First: MARIE  
Middle: LUM  
Last: NEBA

11. Date of Birth (mm/dd/yyyy)  
[REDACTED]

12. Birthplace (State, Territory or Foreign Country)  
CAMEROON

13a. Zip Code  
77478

13b. Inside City Limits  
☒ Yes ☐ No

14. Mailing Address  
SUGAR LAND  
FORT BEND  
TEXAS

15. Father's Name  
First: EBONG  
Middle: ALOYSIUS  
Last: TILONG

16. Date of Birth (mm/dd/yyyy)  
[REDACTED]

17. Birthplace (State, Territory or Foreign Country)  
CAMEROON

18a. Local File Number  
01-1453-

18b. Date Received by Local Registrar  
04/13/2011

18c. Signature of Local Registrar  
*Dianne Wilson*

RICHMOND, TX 77469-3108

301 JACKSON STREET

FORT BEND COUNTY

TELEPHONE  
281/341-8685Dianne Wilson  
COUNTY CLERK AND  
LOCAL REGISTRAR

CERTIFICATION OF VITAL RECORD



Student Name: [REDACTED]  
 Teacher: DeDeus/Glenn  
 Grade Level: 1st Grade

Don Jeter Progress Report  
 2nd Grading Period



Language Arts			
Phonics	<ul style="list-style-type: none"> <li>Blends sounds correctly</li> <li>Recognizes initial and final consonant sounds</li> <li>Recognizes rhymes</li> </ul>	✓	Excellent
Comprehension	<ul style="list-style-type: none"> <li>Retells the important events of a story in order</li> <li>Uses pictures and charts to derive meaning</li> <li>Demonstrates an understanding of the text</li> </ul>	✓	Excellent
Reading Strategies	<ul style="list-style-type: none"> <li>Self-monitors and tries to self-correct</li> <li>Rereads text to clarify meaning</li> <li>Uses strategies such as flipping the sound, chunking words, etc. to accurately decode words</li> </ul>	✓	Excellent
Fluency	<ul style="list-style-type: none"> <li>Masters sight words</li> <li>Reads with expression at an appropriate rate</li> <li>Attends to punctuation</li> </ul>	✓	Excellent
Writing	<ul style="list-style-type: none"> <li>Uses capitalization, punctuation, and spacing appropriately</li> <li>Writes stories with a beginning, middle, and end</li> <li>Writes multiple complete sentences about a single idea</li> </ul>	✓	Excellent
Citizenship		Excellent	
Conduct	<ul style="list-style-type: none"> <li>Follows directions the first time they are given</li> <li>Works quietly when needed</li> <li>Shows respect to teachers and peers</li> <li>Accepts responsibility for personal actions</li> </ul>	✓	Excellent
Work Habits	<ul style="list-style-type: none"> <li>Makes a sincere effort and works hard in class</li> <li>Completes independent work in a timely manner</li> <li>Remains focused on the activity at hand</li> <li>Generates neat and careful work</li> </ul>	✓	Excellent

Math			
Numbers and Operations and Algebraic Reasoning	<ul style="list-style-type: none"> <li>Represents numbers to 99</li> <li>Uses place value to compare numbers to 120</li> <li>Uses place value to order numbers to 99</li> <li>Identifies coins by name and value and describes the relationships between them</li> </ul>	✓	Excellent
Science	<ul style="list-style-type: none"> <li>Follows safety procedures</li> <li>Collects and communicates data</li> <li>Uses tools and models to investigate</li> <li>Classifies objects by observable properties or composition</li> <li>Records changes in materials made by heating or cooling</li> </ul>	✓	Excellent
Social Studies	<ul style="list-style-type: none"> <li>Distinguishes among past, present, and future</li> <li>Identifies and describes the physical characteristics of place</li> <li>Creates and uses simple maps</li> <li>Describes how technology changes communication, transportation, and recreation</li> </ul>	✓	Excellent
Comments			
<p>Travis is doing a good job identifying coins by value. He needs to work on following directions the first time they are given and not bothering others. He also needs to make more of an effort to complete his class work independently without being redirected several times.</p> <p>-Mrs. DeDeus ☺</p> <p>Travis is still struggling with Reading. We are working on decoding and building his fluency. Travis needs to focus more on his work. He has to be reminded several times to stay on task. Please continue to have Travis read nightly.</p> <p>-Ms. Glenn ☺</p>			





Grade Level: 1st Grade

Teacher: Mrs. Beckman

Student Name: Tre

Language Arts			
Phonics	<ul style="list-style-type: none"> <li>Blends sounds correctly</li> <li>Recognizes initial and final consonant sounds</li> <li>Recognizes rhymes</li> </ul>	✓	
Comprehension	<ul style="list-style-type: none"> <li>Retells the important events of a story in order</li> <li>Uses pictures and charts to derive meaning</li> <li>Demonstrates an understanding of the text</li> </ul>	✓	
Reading Strategies	<ul style="list-style-type: none"> <li>Self-monitors and tries to self-correct</li> <li>Rereads text to clarify meaning</li> <li>Uses strategies such as flipping the sound, chunking words, etc. to accurately decode words</li> </ul>	✓	
Fluency	<ul style="list-style-type: none"> <li>Masters sight words</li> <li>Reads with expression at an appropriate rate</li> <li>Attends to punctuation</li> </ul>	✓	
Writing	<ul style="list-style-type: none"> <li>Uses capitalization, punctuation, and spacing appropriately</li> <li>Writes stories with a beginning, middle, and end</li> <li>Writes multiple complete sentences about a single idea</li> </ul>	✓	
Citizenship			
Conduct	<ul style="list-style-type: none"> <li>Follows directions the first time they are given</li> <li>Works quietly when needed</li> <li>Shows respect to teachers and peers</li> <li>Accepts responsibility for personal actions</li> </ul>	✓	
Work Habits	<ul style="list-style-type: none"> <li>Makes a sincere effort and works hard in class</li> <li>Completes independent work in a timely manner</li> <li>Remains focused on the activity at hand</li> <li>Generates neat and careful work</li> </ul>	✓	

Math			
Numbers and Operations and Algebraic Reasoning	<ul style="list-style-type: none"> <li>Represents numbers to 99</li> <li>Uses place value to compare numbers to 120</li> <li>Uses place value to order numbers to 99</li> <li>Identifies coins by name and value and describes the relationships between them</li> </ul>	✓	
Science			
	<ul style="list-style-type: none"> <li>Follows safety procedures</li> <li>Collects and communicates data</li> <li>Uses tools and models to investigate</li> <li>Classifies objects by observable properties or composition</li> <li>Records changes in materials made by heating or cooling</li> <li>Observes and records changes in objects in the sky</li> </ul>	✓	
Social Studies			
	<ul style="list-style-type: none"> <li>Distinguishes among past, present, and future</li> <li>Identifies and describes the physical characteristics of place</li> </ul>	✓	
Comments			
<p>Trevor always does his very best work on class assignments. He needs to work on following directions the first time they are given. Keep working hard Trevor!</p> <p><u>Ways to help at home</u></p> <ul style="list-style-type: none"> <li>Practice retelling the events in a story in order.</li> <li>Practice reading with expression, including paying attention to punctuation.</li> <li>Practice reading and writing words with vowel digraph patterns. (-au, -aw, -oo, -ou, -oi, -oi)</li> <li>Practice word problems involving addition and subtraction to 20.</li> </ul>			

- Academic tasks are inconsistent
- Has difficulty completing written assignments
- Reading comprehension at grade level
- Can explain major facts from stories read silently
- Can explain major facts from stories read to him
- Difficulty with decoding
- Poor reading fluency due to poor accuracy
- Uses subvocalization (whisper reading) and/or finger pointing when reading
- Does not use word attack skills in context
- Math skills on grade level
- Difficulty with written expression
- Difficulty in spelling
- Easily distracted
- Frequently overactive or a disturbance in class
- Difficulty remembering and following directions
- Lack of organizational skills

### INFORMATION FROM TEACHER:

SPECIFIC REASON FOR REFERRAL: Travis was referred for a dyslexia evaluation by the PST (Problem Solving Team). He is struggling in reading, writing and spelling.

Date of Report: 05/18/2018	
DOB: [REDACTED]	Grade: K
Campus: Don Jeter Elementary	
Student Name: Tr [REDACTED] Tilong	ID #: 309943



Alvin Independent School District  
Initial Dyslexia Evaluation Report





## STANDARDIZED ASSESSMENT RESULTS

Tr [REDACTED] Tilong

**Intellectual Measures:**

Travis was administered the Wechsler Intelligence Scale for Fifth Edition on 05/04/2018; the first 7 tests of the WISC-V yield an overall cognitive functioning level, the Full Scale Intelligence Quotient (FSIQ).

Based on the Full Scale IQ (FSIQ), Tr [REDACTED] overall level of intellectual functioning of 78 falls in the very low range at the 7<sup>th</sup> percentile. This means that Tr [REDACTED] is performing better than 7% of the population when compared to peers of the same age.

**Achievement Measures:****Kaufman Test of Educational Achievement Third Edition (KTEA III)**

The KTEA III assesses Phonological Awareness, Nonsense Word Decoding, Letter & Word Recognition, Spelling, Math Computation, Math Concepts & Applications and Orthographic Processing, which is a composite score of Letter Naming Facility, Word Recognition Fluency and Spelling. Standard scores between 85-115 are considered within the average range. The results are presented in the following table:

SUBTEST	STANDARD SCORE	RANGE
Letter & Word Recognition	75	Below average
Math Concepts & Applications	78	Below average
Math Computation	70	Below average
Spelling	58	Low
Letter Naming Facility	52	Very low

Tr [REDACTED] did not make an attempt to read words he did not know on the Letter & Word Recognition subtest.

Tr [REDACTED] made the following errors on the Spelling subtest:

- wrote 'you' for 'the'
- wrote 'tao' for 'cat'
- wrote 'sat' for 'sun'
- wrote 'lialol' for 'hot'

**Cognitive Processing:****Comprehensive Test of Phonological Processing (CTOPP-2)**

The Comprehensive Test of Phonological Processing (CTOPP-2) assesses phonological awareness and rapid naming. Standard scores between 90 – 110 are considered within the average range. The results are presented in the following table:

AREAS	STANDARD SCORE	RANGE
Phonological Awareness	67	Very poor
Elision	75	Poor
Blending Words	65	Very poor
Phoneme Isolation	80	Below average
Rapid Symbolic Naming	61	Very poor
Rapid Digit Naming	75	Poor
Rapid Letter Naming	60	Very poor

The Elision subtest is where the student is asked to omit a sound (phoneme) from a word and produce a new word.

The Blending Words subtest is where the student hears the individual sounds in a word and is asked to put the sounds together to say the whole word.

The Phoneme Isolation subtest is where the student is asked to identify a sound in a specific position in the word.

The Rapid Symbolic Naming subtests measure the ability to rapidly name numbers and letters. Below average scores in this area may indicate problems with reading fluency.



Tr [REDACTED] Tilong

# Phonemic Awareness and Phonics Inventory (PAPI)

The PAPI is a non-standardized test given to kindergarten, first, and second graders to identify deficits in phonemic awareness. The results are presented in the following table:

SUBTEST	Date: 05/08/2018
Same/Different Sounds	5/5
Rhyming Words	3/5
Beginning Sounds	5/5
Ending Sounds	3/5
Blending	2/5
Deletion	0/5
SECTIONS PASSED	4
PERCENTAGE	60%

## OVERALL SUMMARY AND INTERPRETATIONS:

Tr [REDACTED] was asked to write the alphabet in lower case letters. He was able to write uppercase letters and reversed the z. It took him 2 minutes and 6 seconds. He was asked to name the days of the week in order. He named all the days correctly but omitted Sunday. He was asked to name the months of the year in order and said them without any difficulty.

Tr [REDACTED] came willingly to the assessor's classroom for testing. The assessment was given over different periods of time. He was very polite and a working rapport was easily established. It is believed that he performed his best on all activities, and the scores reflected in this report appear to represent his level of performance in reading at this time.

## BACKGROUND INFORMATION (Interventions and Results):

- Transferred from Fort Bend ISD at the end of January 2018.
- Enrolled in 1<sup>st</sup> grade in Fort Bend ISD but they moved him to kindergarten
- 1<sup>st</sup> semester report card from Lakeview Elementary in Fort Bend ISD showed he was not progressing towards standards in the following areas:

Composition

Word study

Phonological awareness

Decoding

Genre/text structure

Geometry and measurement

Guided reading - 4 days a week

Word work - letter sounds - 5 days a week

Rhyming - 5 days a week

Behavior concerns are reported at home, at school and at his previous school

Foster parents don't have much academic background information

## CURRENT FUNCTIONING READING LEVEL:

- Current DRA (Developmental Reading Assessment) is 1; which is equivalent to beginning kindergarten

## CURRENT FUNCTIONING MATH LEVEL:

### Strengths:

- count to 29
- Identify numbers 1-10, 13-15
- write numbers to 10
- sequence numbers 1-15
- build sets to 15
- count backward from 20-0
- explain and model addition and subtraction to 5 with no number sentence

### Weaknesses:

- identifying numbers 11, 12, 16-20
- writing numbers 11-20
- comparing numbers (more, less, equal)
- identifying coins
- identifying 3d shapes



Based on these assessment results it appears the student does not exhibit a profile consistent with the disability of a student with dyslexia. The 504 Committee will determine eligibility for T[REDACTED] under the disability criteria of Dyslexia and the need for special designed instruction and/or accommodations.

T[REDACTED] did not exhibit an academic strength in other academic areas assessed. His difficulties in reading and spelling are not unexpected in relation to his other abilities.

and effective instruction. factors, language difference, irregular attendance or lack of appropriate be unexpected in relation to the student's other abilities, sociocultural and/or informal information. The difficulties in reading and spelling must

- Finally, the student must have areas of strength identified through formal and/or informal information. The difficulties in reading and spelling must be unexpected in relation to the student's other abilities, sociocultural factors, language difference, irregular attendance or lack of appropriate and effective instruction.
- The student must also display a deficit in phonological awareness, (either through assessment or history of difficulty), rapid naming, or orthographic processing.

- The student must display a deficit in phonological awareness, (either through assessment or history of difficulty), rapid naming, or orthographic processing.
- The student must display a pattern of weakness in one or more of the following areas: real word reading in isolation, nonsense word reading, reading fluency- both rate and accuracy, and written spelling (may not be in isolation).

The Texas Education Agency Dyslexia Handbook specifies three criteria to appropriately identify dyslexia:

*Dyslexia has defined as a specific learning disability that is neurological in origin, characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.*  
(Adopted by the international dyslexia board of directors, November 12, 2002 and referenced in the Texas Education Agency Dyslexia Handbook, page 8).

- RECOMMENDATIONS TO BE CONSIDERED:**
- Continue monitoring
  - Continue current educational placement
  - Monitor attention issues
  - Continue current interventions
  - LLI or other intervention

Tr [REDACTED] Tlong

Date

5/18/18

Date

5/18/18

Oriana Estrada, LSSP

*Oriana Estrada*

Neely Schmitz, Dyslexia Therapist, CALT

*Neely Schmitz*



RE: MARIE NEBA ( 99403379)

LETTER OF SUPPORT FROM FAMILY LAWYER; CHRISTIAN NDIKUM

Dear Sir/Madame,

I am writing this letter of support toward Ms. Neba's release from incarceration so that she can be reunited with her children.

Ms. Neba is the mother of twin boys, Tr [REDACTED] and Tr [REDACTED] who were only 6 years old when their mother left for court and never came back home. Ms. Neba was immediately detained after the jury convicted her without opportunity to prepare her children for her departure. It is needless to say that these children who first experienced trauma when armed FBI agents raided Ms. Neba's residence with guns taking her and her husband into custody, suffered yet another trauma when she never showed up at home after her trial.

Upon Ms. Neba's sudden incarceration, the children were at least with their father, as he was out awaiting sentencing, then all of a sudden he fled leaving them in the care of a family friend who was completely estranged to these children. This was yet again another traumatic episode.

The children finally visited their mother when she was in jail and at this tender age could not understand why she was behind a glass and could not hug them, comfort them or play with them as usual.

These children have been in the care of extended family, a grandmother who has extended her visit in the United States to care for this children in hope that Ms. Neba will be released from custody. All the while, the children have only been able to see her only when they visit the detention facility.

It is worth noting that Ms. Neba has naturally been the primary care giver for these children and has never been absent in their lives for any significant period of time except when she was incarcerated. Her presence, emotional and psychological support is invaluable to them in this critical formative period of their lives. The emotional and psychological toll of her absence in their lives is unimaginable as all spheres of their lives have been negatively affected.

As for Ms. Neba's first child, a child who grew up in her care and nurture, who is now of age to understand what exactly is going on, has been overwhelmed by the turn of these events in her life. It has been a nightmare of an experience to say the least. In a year she has lost both of her parents. As a teenager, she is forced to grow up and to handle the challenges in her life that she did not create. She bombarded with news on social media about her parents' problems with the law and has to deal with

the shame of guilt. Her mother's terminal illness has been made public and I can hardly imagine where she draws her strength to cope day to day. She has informed me that her mother does her best behind bars to keep her spirits up and she prays for the day that she will be able to have her mother back. She is now dealing with depression and has suffered an academic decline consequently.

The family has tried to help these children as much as possible but extended family can never fill the shoes of a parent. Ms. Tiza who has sacrificed much to extend her stay in the United States in order to care for the children has to return to Africa and was hoping to hand the baton to Ms. Grace Ndikum, but Ms. Grace Ndikum is afflicted with a mirage of chronic health conditions that renders her incapable of taking care of dependent twin boys of such tender age.

I hope this write-up is helpful in explaining that Ms. Neba's presence in these children's lives is vital and instrumental in their emotional and psychological wellbeing especially in this formative years and especially because she has always been in their lives and the absence of both parents in their lives is simply devastating and these children are now the true victims. This situation can be ameliorated by a community based sentence where she be allowed to care for her children as prison based incarceration is basically ruining these children's lives.

Thank you very much for your consideration.

Sincerely,



03/03/2019



# Summary Medical Condition Report

Patient: Grace N. Ndikum

D.O.B: [REDACTED]

*Confidential Medical Medical Summary*

To whom it may concern,

Grace [REDACTED] has been under my care for the past 8 years. She has mechanical low back pain with severe intervertebral disc syndrome with myelopathy. In 2014 she had lumbar laminectomy of L4-L5 and L5-S1 at the Mayo clinic in Rochester MN. She also has lumbar bilateral radicular neuropathy affecting bilateral lower extremities. She has developed significant physical impairment and has a total permanent disability that has affected her gait. As a result of this is currently undergoing physical therapy at the Sister Kenny Rehabilitation institute 3X a week.

Based on my medical assessment, she has the following physical impairments and functional limitations:

Unable to perform prolonged standing

Unable to ambulate for more than 50 meters without the use of a wheel chair

Unable to lift more than 10 pounds

Unable to perform climbing of stairs or ladder

Unable to perform repetitive bending at waist level

It is my medical opinion that her chronic physical impairment has rendered her unable to perform any type of jobs that are deemed safety-sensitive. She is currently on several medications such as cyclobenzaprine (pnm) for muscular back spasms and also takes gabapentin for pain. Such medications could affect her central nervous system (CNS) and may not be advisable to perform any duties that are safety-sensitive while on these medications.

She also has other chronic co-morbidities such peripheral neuropathy secondary to diabetes mellitus type 2, bilateral cataract surgery, hyperthyroidism and age-related degenerative arthritis of all her joints. She is currently awaiting bilateral knees replacements sometimes in the near future at the Mayo clinic.

Francis Y. Ngwa, MD., MPH., MRO., MAJ.

Board-Certified in General Preventive Medicine.

FRANCIS Y. NGWA, MD, MPH, MRO  
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North Oaks, MN 55127  
Phone: 651-343-5040  
ngwax004@umn.edu

3/9/2019

